

PLANS FOR A FINER CITY...
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PUBLIC EDUCATION

STATUS—The Board of Education considered on November 13, 1945 the Master Plan for Schools as developed cooperatively by the staffs of the City Plan Commission and the Board of Education:

“Emphasis was placed on the fact that this is a long range plan, for ultimate development when the population has been redistributed; that it is highly flexible, and may be reviewed and examined when new buildings are constructed or new sites acquired.

“After considering the report of the Superintendent that the Master Plan is not out of line with the present policy, but will serve as a guide in replacing old schools, constructing new buildings, and shifting sites, your Committee recommends that the Board approve the plan in general.”

The matter was laid on the table for the time being. (Proceedings, Board of Education, 1945-46, p. 224.)

The matter was taken from the table and given further consideration on February 26, 1945, and the Board voted “that the Board approve in general the plans as submitted, subject to possible future changes that might be deemed advisable by the Board.” (Proceedings, Board of Education, 1945-46, p. 453.)

The Master Plan for Schools was approved by the Common Council on July 16, 1946. It has been revised from time to time since that date to show the more precise location of new schools.

COMPOSITE PLAN *Public Education*

FUNCTIONS OF THE BOARD OF EDUCATION AND FACILITIES REQUIRED

The Board of Education provides buildings and general educational services from kindergarten through the university, and special extended services for adults.

To carry on its educational program, the Board of Education operates 192 *elementary schools*, 18 *intermediate schools*, 16 *high schools*, 9 *technical, vocational and trade schools*, other *special schools*, Wayne University and its related colleges, a frequency modulation radio station, bookbindery, library of visual aids and storage buildings.

This plan includes all the facilities of the Board of Education except Wayne University. Since the Wayne University campus containing most of the colleges is within the Cultural Center area, a general location plan for university buildings is included in the Cultural Center section of the Master Plan.

It is the policy of the Board of Education to carry on its general educational program through six-year elementary schools, three-year intermediate schools, and three-year high schools. Although the public school system has a number of eight year elementary schools and four year high schools, the 6-3-3 organization is the policy of the school system. This system shown in the composite plan on the opposite page is based on the 6-3-3 organization.

FACTORS GOVERNING THE LOCATION OF SCHOOLS

The Detroit Master Plan is based on utilization of school property for the basic social and recreational facilities of the neighborhood and community, therefore the location of schools assumes major importance in the plan.

For planning purposes the smallest unit of social and recreational organization in the city is the neighborhood. Within the neighborhood there should be not only an elementary school and playground to meet the needs of children, but social and recreational facilities to meet the needs of adults. The common characteristic of the *elementary school*, playground and neighborhood center is that they must be conveniently located for children and adults travelling to them on foot. Both for economy, convenience, and for a more effective focus to the social life of the neighborhood the plan recommends that they be integrated in a single central location. The school should be designed with an auditorium and social rooms for adults. The playground around the school

should be large enough for both active play and a landscaped area with picnic tables and benches.

The *intermediate* and *high schools* should have playfields, gymnasiums, pools, auditoriums and work shops which are useful for adult social and recreational activities. The plan recommends design and enlargement of these facilities so that they may serve the needs of youth in school and out, and adults.

Because of the relatively greater cost of intermediate and high school facilities and equipment, they are not provided in every neighborhood. In general, four neighborhoods provide a student population satisfactory for efficient operation of an intermediate school. A community of six to ten neighborhoods has a student population satisfactory for operation of a Detroit high school.

More specific location and site requirements are discussed for each type of school in the following pages.

EXPLANATION OF THE MAP

The map on the opposite page is intended to show the location of the elementary, intermediate, and high schools in relationship to each other and to the neighborhoods and communities. Maps on the following pages are included for identification of individual schools.

The grade level of the school is indicated by the size of the circle around the site. Small circles are used for elementary schools, medium-sized circles for intermediates and large circles for high schools.

The ultimate school system is shown in blue. Proposed schools are light blue and existing schools which are to remain are dark blue.

Black rings indicate existing school uses to be discontinued, not necessarily discontinuance of buildings or sites. The designation "To be discontinued" is applied to both obsolete buildings and buildings which are badly located but relatively new. The Master Plan recommends either conversion of the building to another use or discontinuance of the site at the end of the building's normal period of use.

Conversion of elementary buildings to intermediate school use is indicated by a black ring to show discontinuance of the elementary use, and a light blue medium sized circle to show establishment of the intermediate school use. Other conversions are similarly shown except for special schools not included in this map. Information on buildings to be converted to special school use is shown on the map of special schools.

ELEMENTARY SCHOOLS *Public Education*

FUNCTIONS OF THE ELEMENTARY SCHOOL AND FACILITIES REQUIRED

The *elementary* school provides general education in basic skills, social attitudes, and understanding of the world in which they live to children from kindergarten through the sixth grade. Occasional deviations from this grade grouping for the elementary school arise from two sources:

- 1. Eight grade elementary schools in outlying sections of the city where intermediate schools have not yet been built. When intermediate schools can be provided in accordance with the Master Plan, the seventh and eighth grades will be eliminated from the elementary schools.
- 2. Early elementary schools in isolated residential areas where small children would otherwise be forced to travel unusual distances, or face special hazards such as thoroughfare crossings.

The Detroit *elementary* school has in addition to its regular classrooms, a small auditorium, library, gymnasium, cafeteria and special rooms for music, science and art.

It is the policy of the Board of Education to make all buildings and facilities available for community use in the late afternoons and evenings. These buildings are widely used for recreational purposes under the supervision of the Department of Parks and Recreation. For these reasons the Board of Education and the Department of Parks and Recreation have analysed the building requirements for joint use, and these findings are being incorporated in new buildings.

FACTORS GOVERNING LOCATION OF ELEMENTARY SCHOOLS

In the Detroit Master Plan, the service area for the elementary school is the neighborhood which may contain from 2,500 to 3,500 families and have 1,000 to 1,400 children of elementary school age. In the elementary schools constructed in recent years, the Board of Education has sought a standard capacity from 700 to 1,000 students.

The neighborhood of the Detroit Master Plan is normally a mile square area at the outer edges of the city, and a somewhat smaller area in the older sections of the city which have a street system deriving from the French farms and the Ten Thousand Acre Tract. An elementary

school located at the center of the mile square neighborhood is within a half-mile walking distance for most of its students and only slightly more for those in the far corners.

In the location of schools, safety is as important as the total walking distance to the school. A central location within the neighborhood has the advantage that it draws school traffic on foot away from the major thoroughfares or other heavy traffic streets which bound the neighborhood.

EXPLANATION OF THE MAP

The accompanying map is intended to show the location of present and proposed elementary schools in relation to the neighborhoods which they serve. Neighborhood boundaries shown in dark grey bands will become school district boundaries insofar as school buildings can be built to accommodate student population.

As on the composite school map ultimate sites are shown in blue: light blue for proposed schools and dark blue for existing schools that are to be retained. The latter category also includes buildings now under construction. The map does not show temporary buildings on leased sites.

Existing schools to be discontinued are circled in black. Schools “To be Discontinued” include those elementary schools which are obsolete or poorly located for elementary school purposes. If a building is poorly located but is itself relatively new the Master Plan recommends discontinuance of the site only at the end of the building’s normal period of use.

School sites already owned by the Board of Education are indicated by solid black under the blue circle. Light blue circles not covering black areas are general locations within a neighborhood where a centrally located site is yet to be determined.

The following list of present and proposed Detroit elementary schools is keyed to the map on the opposite page. In explanation of the key: the first number designates the community in which the school is located; the following letter refers to a neighborhood within the community; and the last number refers to a school within the neighborhood. For the last number in the key, “1” has been reserved to designate each neighborhood’s ultimate school site. Other numbers indicate special school sites or sites to be discontinued.

THE PLAN								
<i>To be retained</i>								
1 a 1	Balch	St. Antoine and E. Ferry	15 d 1	Priest	Wagner and Lumley	1 f 2	Russell	Russell and Eliot
1 b 1	Parke	Milwaukee and E. Grand Blvd.	15 e 1	Hanneman	McGraw and Cicotte	1 f 3	Bishop	Pulford and Rivard
1 c 1	Ferry	E. Palmer and Joseph Campau	15 j 1	Newberry	Twenty-ninth and Jackson	1 g 2	Harris	Arndt and McDoougall
1 g 1	Smith	Ellery and Charlevoix	15 k 1	Clippert	Martin and Michigan	1 g 4	Norvell	Maple and Chene
1 h 1	Duffield	Clinton and Chene	16 b 1	Harms	Central and Vernor	1 h 2	Brownson	Maple and Riopelle
2 c 1	Poe	Brooklyn and Lysander	16 c 1	McKinstry	McKinstry and Vernor	1 j 2	Capron	Barstow
2 d 1	Chaney	Selden and Lawton	16 d 1	Hubbard	Twenty-fifth and Porter	2 a 3	Tilden	Kirby and Brooklyn
2 f 1	Franklin	Brooklyn and Henry	16 j 1	Boynnton	Visger and W. Fort	2 b 2	Irving	W. Willis near Cass
3 c 1	MacCulloch	Wildemere and Tyler	<i>Proposed schools*</i>			2 b 3	Burton	Cass and Peterboro
3 d 1	Longfellow	Twelfth and Indiantale	<i>*(Unless marked with an asterisk, the locations given are neighborhood boundaries within which new schools are ultimately to be built.)</i>			2 c 2	Hancock	W. Hancock and Fourteenth
3 e 1	Roosevelt	Linwood and Lawrence	1 d 1	Dequindre, Warren, Meldrum, Gratiot		2 d 2	Kennedy	Selden and Sixteenth
3 f 1	McKerrow	Collingwood and Yellowstone	1 e 1	Woodward, Warren, Rivard, Eliot		2 d 3	Owens	Myrtle and Vermont
3 g 1	Angell	Holmur and Virginia Park	1 f 1	Woodward, Eliot, Rivard, Vernor		2 e 5	Craft	Vinewood and Ash
4 a 1	Doty	Third and Glynn Court	1 j 1	Russell, Macomb, Riopelle, Monroe*		2 g 1	D. Houghton	Abbott and Brooklyn
5 b 1	A. L. Holmes	Georgia and Rohns	2 a 1	NYCRR, Hamilton, Warren		3 f 2	Turner	Turner and Elmhurst
5 c 1	Burroughs	St. Cyril and Georgia	2 b 1	Hamilton, Warren, Woodward, Vernor		3 h 2	Thirkell	Fourteenth and LaSalle Gardens
5 e 1	Stephens	Seneca and Lambert	2 e 1	Maybury Grand, Myrtle, Twelfth, Michigan		3 j 2	Marr	Grand River and W. Grand Blvd.
6 d 1	Hilger	Forest and Iroquois	3 b 1	DTRR, Doris, Dexter, Elmhurst		3 j 3	Estabrook	Linwood and McGraw
6 g 1	Nichols	Burns and Goethe	3 h 1	Dexter, Clairmount, Twelfth, W. Grand Boulevard		4 b 2	Alger	Kenilworth and Brush
6 h 1	Howe	Charlevoix and St. Clair	3 j 1	Grand River, W. Grand Boulevard, Twelfth, NYCRR		4 b 3	Maybee	Cardoni and Lynn
6 n 1	Lingeman	Montclair and Freud	4 b 1	Woodward, City Limits, Oakland, Clairmount		4 c 2	Palmer	Caniff and Cameron
7 b 1	Hamilton	Southampton and Newport	4 c 1	Woodward, Clairmount, Oakland, E. Grand Boulevard		4 c 4	Moore	Horton and St. Antoine
7 c 1	Stellwagen	Outer Drive and Balfour	4 d 1	Hamilton, Clairmount, Woodward, E. Grand Boulevard		4 d 2	Fairbanks	Alger and Cameron
7 d 1	Finney	Gulford and Southampton	4 e 1	Twelfth, Clairmount, Hamilton, E. Grand Boulevard		4 e 2	Crosman	Seward and Hamilton
7 e 1	Marquette	Canyon and Berden	5 a 1	MCRR, Conner, Lynch Road		4 e 2	Lynch	Hamilton and Clairmount
7 f 1	Clark	Bremen and Balfour	5 d 1	Concord, Harper, Van Dyke, Gratiot		5 d 2	Thomas	Palmetto and Van Dyke
7 h 1	Hosmer	Newport and Waveney	6 b 1	McClellan, Harper, DTRR, Warren		5 d 3	Trombley	E. Ferry and Concord
7 j 1	Carstens	Coplin and Vernor	6 c 1	McClellan, Warren, St. Jean, Mack		5 d 4	Rose	Harper and Townsend
7 k 1	Keating	Dickerson and Freud	6 e 1	Concord, Gratiot, Warren, Van Dyke, Mack		6 a 2	Chandler	Van Dyke and E. Ferry
7 m 1	Guyton	Philip and Avondale	6 f 1	Concord, Mack, Van Dyke, Vernor		6 b 2	Hutchinson	Coplin and McClellan
8 a 1	Pulaski	Straasburg and State Fair	6 j 1	McClellan, Vernor, St. Jean, Jefferson		6 c 2	St. Clair	Montclair and E. Warren
8 b 1	Trix	Bringard and Reno	6 k 1	Van Dyke, Vernor, McClellan, Jefferson		6 c 2	St. Clair	Montclair and Canfield
8 c 1	Burbank	State Fair and Crusade	6 m 1	Concord, Vernor, Van Dyke, Jefferson		6 d 2	Pingree	McClellan and Canfield
8 d 1	Columbus	Brook and Springarden	7 f 1	Outer Drive, Warren, City Limits, Mack		6 e 2	Marcy	Sylvester and Helen
8 e 1	Robinson	Grover and Hazelridge	8 c 2	McGregor: Boulder, Edmore, Cordell, Bringard*		6 e 3	Jones	Sylvester and Seyburn
8 f 1	Richard	Lappin and Reno	8 j 1	Gratiot, Dickerson, Harper, Conner		6 f 2	Berry	Concord and Charlevoix
8 g 1	Von Steuben	Linnhurst and Straasburg	8 k 1	Dickerson, Houston, Hayes, Harper		6 j 2	Lillibridge	Kercheval and Lillibridge
8 h 1	Wilkins	Nashville and Straasburg	9 g 1	Mound, State Fair, Mt. Elliott, Davison		6 k 2	Scripps	Belvidere and Kercheval
8 m 1	Wayne	Lakepointe and Courville	9 k 1	GTRR, Seven Mile, St. Aubin, McNichols		6 m 2	Monteith	Hibbard and E. Jefferson
8 n 1	Arthur	King Richard and Boleyn	9 m 1	Woodward, Seven Mile, GTRR, McNichols		6 m 3	Field	Van Dyke and Kercheval
8 p 1	Carleton	Casino and Lakepointe	9 p 1	St. Aubin, Jerome, McNichols, Davison		6 m 4	Bellevue	Field and Agnes
9 a 1	Grayling	Adeline and Havana	10 b 1	Schaefer, Eight Mile, Wyoming, Seven Mile		7 j 2	Ives	Bellevue and St. Paul
9 b 1	Marshall	State Fair and Russell	11 f 1	Schaefer, McNichols, James Couzens, Fenkell		7 j 2	McDowell	Philip and E. Jefferson
9 c 1	Mason	Lantz and Mitchell	11 k 1	Southfield, Grand River, Greenfield, Schoolcraft		9 a 2	Greenfield Union	MacFarlides and Mack
9 d 1	Van Zile	E. Outer Drive and Fenelon	12 b 1	Dow: McIntyre, Fargo, Northrop, Pembroke*		9 g 2	Pierce	Seven Mile and Charleston
9 e 1	Law	Lantz and Rogge	12 g 1	Farmington-Clarita: Both sides of Appleton north of Clarita*		9 m 2	Greenfield Park	Iowa and St. Louis
9 f 1	Grant	Stockton and Packard	13 a 1	McLean: North of W. Chicago between Bramell and Chatham*		9 m 2	Davison	Brush and Parkhurst
9 h 1	Atkinson	Hildale and Fenelon	13 b 1	Evergreen, Joy, Southfield, Warren		10 p 2	Edgewood	Davison and Joseph Campau
9 j 1	Courville	St. Aubin and Nevada	13 j 1	Rouge Park, Joy, Evergreen, Warren		10 h 2	Edgewood	W. Outer Drive and Birwood
9 q 1	White	Charles and Bloom	15 b 1	PMRR, Joy Road, Grand River, Tireman		11 a 2	Coffey	Santa Rosa and Keller
10 a 1	Vernor	Pembroke and Lesure	15 f 1	PMRR, Tireman, W. Grand Boulevard, McGraw		11 e 2	Stratford	Lindsay and Vassar
10 c 1	Higginbotham	Wisconsin and Norfolk	15 g 1	W. Grand Boulevard, Grand River, Ford Expressway		11 e 2	Stratford	Hubbell and Pilgrim
10 d 1	Pasteur	Stoepel and Pembroke	15 h 1	W. Grand Boulevard, Ford Expressway, Maybury Grand, MCRR		12 b 2	Dubois	Seven Mile and Northrop
10 e 1	Hampton	Warrington and Pickford	16 a 1	Woodmere, Dix, Springswells, MCRR		12 d 2	Metttetal	Edinborough and Vassar
10 f 1	Bagley	Curtis and Roselawn	16 d 1	Scotten, Vernor, Nineteenth, Lafayette		12 h 2	Yost	Puritan and Salem
10 g 1	Schulze	Manor and Santa Clara	16 e 1	Livernois, Vernor, Clark, Lafayette		13 g 2	Ruddiman	Southfield and Warren
10 h 1	Fitzgerald	Lampshire and Grove	16 f 1	MCRR, Livernois, Vernor		13 m 2	Leslie	Plainview and Paul
10 i 1	Hally	Linwood and Midland	16 h 1	Jeffries: Leonard, Liddesdale, Pleasant, Beatrice*		15 g 2	Pattengill	W. Grand Blvd. and Moore
10 j 1	Custer	Chalfonte and Greenlawn	16 j 2	Deacon between Peters and Gleason*		15 f 2	Sampson	Begole and Milford
10 k 1	Custer	Chalfonte and Greenlawn	15 m 1	Lonyo, Michigan, Livernois, MCRR		15 f 3	Wingert	W. Grand Blvd. and Moore
10 m 1	Clinton	Prevost and Pembroke	16 a 1	Woodmere, Dix, Springswells, MCRR		15 g 2	McGraw	Wreford and Twenty-third
11 a 1	Bow	Marlowe and Curtis	16 d 1	Scotten, Vernor, Nineteenth, Lafayette		15 j 3	Sill	McKinley and Warren
11 b 1	Winship	Marlowe and Curtis	16 e 1	Livernois, Vernor, Clark, Lafayette		15 j 3	Sill	Thirtieth and Herbert
11 c 1	Newton	Curtis and Asbury Park	16 f 1	MCRR, Livernois, Vernor		15 m 2	O. W. Holmes	Ogden and Michigan
11 d 1	Crary	Asbury Park and Puritan	16 h 1	Jeffries: Leonard, Liddesdale, Pleasant, Beatrice*		16 a 2	Bennett	Mullane and Whittaker
11 e 1	Cerveney	Strathmoor and Puritan	16 j 2	Deacon between Peters and Gleason*		16 d 2	Preston	Seventeenth and Porter
11 g 1	Guest	Funkell and Meyers	<i>All School Use to be Discontinued Ultimately</i>			16 d 3	Webster	Twenty-first and Porter
11 h 1	Burns	Terry and Lyndon	<i>(These schools will continue in use until such time as their replacement becomes necessary or need for them no longer exists.)</i>			16 e 2	Maybury	Porter and Clark
11 j 1	Cadillac	Schoolcraft and Coyle	<i>In some parts of the city where redevelopment is now in process, schools may be discontinued and replaced in accordance with the plan in the not too distant future, as funds become available.</i>			16 e 3	Gillies	Junction and Lafayette
11 m 1	Dossin	Abington and Davison	<i>In newer parts of the city where school buildings are relatively new and modern they will, of course, continue in use for a considerably longer period.)</i>			16 e 4	Amos	Military and Army
12 a 1	Burgess	Grandview and Frisbee	1 a 2	Garfield	Rivard and E. Kirby	16 f 2	Beard	Waterman and W. Lafayette
12 b 1	McKenney	Burt and Pembroke	1 d 2	Campau	E. Forest and Joseph Campau	16 g 2	Cary	South and Rademacher
12 c 1	Pitcher	Stahelin and Pembroke	1 d 3	Campbell	E. Alexandrine and St. Aubin	16 g 3	McMillan	West End and Vanderbilt
12 d 1	Emerson	Grandville and Curtis	1 d 4	Williams	Garfield and Mt. Elliott	16 g 4	Morley	Beaumont and Portland
12 e 1	Holcomb	Bentler and Curtis	1 e 2	Trowbridge	E. Forest and Hastings	16 h 2	Hunter	Colonial and Ormand
12 f 1	Elcom	Lenore and Bennett				<i>To be Converted</i>		
12 h 1	Lodge	Lampshire and Grove				<i>(This conversion to take place when the use of these buildings is no longer necessary for elementary school purposes. After each school is indicated a use to which the building might be put if conditions at the time warrant.)</i>		
12 j 1	T. Houghton	Puritan and Patton				1 e 3	Lincoln	Brady and Beaubien
12 k 1	Burt	Avon and Puritan				3 b 2	Winterhalter	Broadstreet and Cortland
12 l 1	Cooke	Westwood and Acaela				3 j 4	Goldberg	Twelfth and Ferry Park
12 m 1	Vetal	Burt and Lyndon				4 e 3	Breitmeyer	Cameron and Marston
12 n 1	Harding	Lampshire and Eaton				5 c 2	Cooper	Georgia and Helen
12 p 1	Hubert	Lampshire and Eaton				6 b 3	Marxhausen	Cadillac and Warren
12 q 1	Healy	W. Parkway and Davison				8 j 2	Goodale	Dickerson and Chelsea
13 b 1	McColl	Fielding and Cathedral				8 j 3	Macomb	Evanston and Barrett
13 c 1	Everett	Cathedral and Penrod				9 p 3	Washington	Dequindre and Meade
13 d 1	Coolidge	Woodmont and Elmira				11 f 2	King	Grove and Ward
13 e 1	Ford	Orangelawn and Marlowe				11 k 2	Edison	Grand River and Rutland
13 f 1	Parkman	MacKenzie and Robson				13 c 2	Mann	Auburn and Elmira
13 g 1	Herman	Tireman and Asbury Park				13 h 2	Dixon	Tireman and Auburn
13 k 1	Ann Arbor Trail	Tireman and Chatham				15 j 2	Ellis	Rich and Junction
13 n 1	Gardner	Whitlock and Rutherford				15 m 3	Logan	Cicotte and Clayton
14 a 1	Monnier	Ward and Schoolcraft				16 a 3	Higgins	Olivet and Woodmere
14 b 1	Noble	Fullerton and Ohio						
14 c 1	Parker	Elmira and Meyers						
14 d 1	MacFarlane	Choyenne and Joy						
14 e 1	Barton	Joy Road and Ohio						
15 a 1	Ruthruff	W. Chicago and Livernois						
15 c 1	Sherrill	Garden and Prairie						

INTERMEDIATE SCHOOLS *Public Education*

The *intermediate* school is intended to offer an exploratory educational and prevocational experience for early adolescents who are in a formative period and who are making decisions about their continuation in school and the type of training which they will want in the schools. For this purpose the intermediate school is provided with a greater variety of shop, natural science, household science, and other special equipment than is possible in the smaller elementary school. It also has an auditorium, library, gymnasium and swimming pool scaled to the young adolescent. Since children must travel a greater distance to the intermediate than to elementary school, a cafeteria with a capacity adequate for all students is necessary.

The site of the intermediate school for the school program alone should contain 11 acres. The Board of Education recommends three acres for building and setting, and eight acres for the physical education program.

Under the Master Plan the playfield for community use is integrated with the intermediate school grounds. The total site for school and community athletic activities in a landscaped setting should contain 30 to 40 acres.

FACTORS GOVERNING LOCATION OF INTERMEDIATE SCHOOLS

Under the Detroit Master Plan the intermediate school generally has four neighborhoods or elementary school districts as a service area. Four neighborhoods normally have approximately 10,000 to 12,000 families with an intermediate school population of 2,000 to 2,200 students. Of those 1,500 to 1,650 normally attend public intermediate school. Detroit's public intermediate schools have been designed and built for standard capacities of 1,200 to 1,500 and 1,800 pupils. Because the special equipment for science, physical education and shop work is inherently expensive, the Board of Education has adopted the intermediate school as the most efficient unit for providing these facilities for students of the seventh, eighth, and ninth grade.

Since many of the students attending intermediate school must use public transportation, location of intermediate school sites near streets carrying public transport lines is desirable. Within the framework of the Master Plan this requirement suggests a location near the intersection of the major thoroughfares which pass between the four neighborhoods to be served.

FUNCTIONS OF THE INTERMEDIATE SCHOOL AND FACILITIES REQUIRED

The *intermediate* school provides for the educational needs of students in the seventh, eighth and ninth grades. A policy of regrouping grades from the traditional eight year elementary and four year high school to a six year elementary, three year intermediate and three year high school was adopted by the Board of Education in 1919. Before the school building program was sharply curtailed in the late twenties, eighteen intermediate schools had been constructed under this policy. The Master Plan shows the locations of new intermediate schools which will be necessary to make the intermediate school universal over the city.

EXPLANATION OF THE MAP

Intermediate schools are numbered on the map according to the community in which they are located. The first number designates the community and the second number designates the individual school within the community.

The ultimate plan for intermediate schools is shown in blue with existing schools to be retained designated in dark blue circles, and proposed sites by light blue circles. Existing intermediate schools to be discontinued are shown in black.

THE PLAN

<i>To be Retained</i>		
2-2	Jefferson	Selden and Hamilton
3-1	Durfee	Collingwood and Fourteenth
3-3	Tappan	American and Webb
4-2	Hutchins	Woodrow Wilson and Blaine
4-3	Sherrard	Cameron and E. Euclid
5-1	Burroughs	St. Cyril and Marcus
6-2	Barbour	Seneca and Canfield
6-3	Foch	Fairview and Charlevoix
7-1	Jackson	Marlborough and Waveney
9-2	Cleveland	Conant and Charles
9-3	Nolan	Lantz and Russell
10-2	Post	Midland and Cloverlawn
15-1	Munger	McGraw and Martin
15-2	Condon	W. Grand Blvd. and Buchanan
16-2	Wilson	Lane and Central
16-3	Neinas	McMillan and Military

Proposed New Schools and Conversions to Intermediate Schools.

(Conversion of present buildings will not be made until such time as they are not needed for present type of use.)

1-2	Northeastern	Grandy and Warren (Converted from high)
1-3	Miller	Dubois and Jay (Converted from high)
3-2	Northwestern	Grand River and W. Grand Blvd. (Converted from high)
7-2	New school	Vicinity of Warren and Cadieux
8-1	New school	Vicinity of Denby High
8-2	Goodale	Dickerson and Chelsea (Converted from elementary)
8-3	New school	Vicinity of Waltham and Park Grove
9-4	New school	Vicinity of Mound and Seven Mile
10-1	New school	Vicinity of Mumford High School
11-2	Guest	Fenkell and Meyers (Converted from elementary)
11-3	New school	Vicinity of Greenfield and Curtis
12-2	New school	Vicinity of Stoepel Park
12-3	New school	Vicinity of Emerson Elementary
13-3	New school	Vicinity of Stoepel Park No. 2
13-5	New school	Vicinity of Trinity and Joy
14-1	MacKenzie	Wyoming and West Chicago (Partially converted from high school)

To be Discontinued

(These buildings will not be discontinued until such time as they are no longer necessary, or are replaced.)

1-4	Greusel	Moran and Medbury
1-5	Garfield	Rivard and E. Kirby
3-2	McMichael	Grand River and Wreford

HIGH SCHOOLS *Public Education*

FUNCTIONS OF THE HIGH SCHOOL AND FACILITIES REQUIRED

Detroit comprehensive high schools provide educational services to grades 10, 11 and 12 in three curriculums: college preparatory, business and general. Inclusion of the ninth grade in some high schools is considered a temporary measure until intermediate schools can be built to serve the areas.

Detroit high schools have gymnasiums, auditoriums, libraries, swimming pools, shops, natural science, art, music, commercial, home science, cafeterias and other facilities comparable to the intermediate school adapted to the physical development and more specialized requirements of late adolescence.

The Board of Education recommends a minimum site of 20 acres for high schools: 5 acres for buildings and settings; 15 acres for the physical education program, drivers training school and other school purposes. Combined with a playfield for community use, a school and playfield site should contain 30 to 40 acres.

FACTORS COVERING LOCATION OF HIGH SCHOOLS

In the Detroit Master Plan, sites are designated for one comprehensive high school for each of sixteen communities. Since the communities range in size from 20,000 to 30,000 families, there is normally a population of 4,000 to 6,000 students of public high school age. Of these 2,400 to 3,600 are potential public high school students. Detroit high schools are built with a standard capacity ranging from 1,800 to 3,000.

The high school has location requirements similar to the intermediate school. A large proportion of its students are dependent upon public transportation and convenient accessibility to major thoroughfares.

Since the high school auditorium and physical education facilities should have widespread community use, a site near a shopping center or community civic center is frequently desirable.

EXPLANATION OF THE MAP

High schools "To be Retained" include high schools now in use or under construction which will remain in use as high schools. They are marked by dark blue circles.

"Proposed" high schools include all locations considered suitable for high schools in the future. These general locations are marked by light blue circles. Sites already owned are shown by black squares inside the blue circles.

High schools "To be Discontinued" include those to be converted from high schools to other school use, and high schools for which no further school use of any kind is anticipated. The latter group consists both of obsolete buildings and buildings poorly located. If a building is poorly located but is itself relatively new, the Master Plan recommends discontinuance of the site only at the end of the building's normal period of use.

THE PLAN

To be Retained

3-1	Central	Tuxedo and Linwood
4-1	Northern	Woodward and Owen
8-1	Denby	Kelly Road and Grayton
9-1	Pershing	Ryan and Seven Mile
10-1	Mumford	Wyoming and Santa Clara
11-1	Cooley	Hubbell and Chalfonte
12-1	Redford	Grand River and McNichols
13-1	Cody	Vicinity of Cathedral and Penrod
14-1	Mackenzie	Wyoming and West Chicago
15-1	Chadsey	Martin and McGraw
16-1	Western	Scotten and Page

Proposed

1-1	New school	Vicinity of Russell, Mack, Dequindre, Warren
2-1	New school	Vicinity of Twelfth, Grand River, Myrtle
5-1	Burroughs	St. Cyril and Marcus
6-1	New school	Vicinity of Mack, McClellan, Canfield, Pennsylvania
7-1	New school	Vicinity of Jackson Intermediate

To be converted to intermediate schools

(This conversion will not take place until such time as these buildings are no longer needed for high school purposes).

1-2	Northeastern	Grandy and Warren
1-3	Miller	Dubois and Jay
3-2	Northwestern	Grand River and West Grand Blvd.

To be Discontinued

(The use of these buildings for high school purposes will not be discontinued until such time as they are no longer needed for high school purposes).

6-4	Eastern	East Grand Blvd. and Mack
6-3	Southeastern	Fairview and Charlevoix
16-4	Southwestern	West Fort and Waterman

SPECIAL SCHOOLS *Public Education*

FUNCTIONS OF SPECIAL SCHOOLS AND FACILITIES REQUIRED

In addition to the general school system operated by the Board of Education, there are a number of specialized schools which may be classed generally in two groups:

Technical and *trade* schools which offer more specialized technical or vocational education than is possible with the facilities of the intermediate and high schools.

Schools for *atypical* or *exceptional* child where they may be given special care, corrective training, and instruction in the basic skills within their ability.

Detroit's *technical* and *trade* schools offer training in a wide variety of occupations and trades including: aeronautic and aircraft instruction, auto mechanics, baking, cooking, brick-laying, costume illustration, floor decorations, optical lens grinding, pattern making, power machine operation, radio repair, retailing, tailoring, jewelry and watch repair and woodwork.

Trade schools are open to boys and girls over the age of 15 who wish to learn a trade in building, manufacturing or service. No previous academic training is necessary.

Wilbur Wright *Vocational* High School is organized for cooperative training, part time instruction and part time training on the job. It is open to boys who have completed the ninth grade.

Cass Technical High School has an instruction program in eleven curriculums: machine shop, mechanical drafting, electrical, automotive, aeronautical, architectural drafting, science, home economics, printing, art and music.

Although the Board of Education now operates two *commercial* high schools, it is intended to absorb this program in the comprehensive high schools. Consequently no locations for future commercial high schools are shown in the plan.

In addition to the 2,000 students attending regular day schools, the Board of Education has the responsibility of providing for the special educational needs of 9,000 students who are either physical handicapped, emotionally maladjusted or mentally retarded to a degree that they are unable to profit from instruction in regular classes. These students receive special care and instruction either in *special classes* in regular school buildings or in *special schools*.

The Board of Education operates 10 open air units for convales-

cents, under-nourished children and children with minor heart ailments; the White School for children with convulsive disorders, and the Oakland and Leland schools for crippled children, the Day school for the deaf, eight schools for the mentally retarded and three ungraded schools for unadjusted children.

FACTORS GOVERNING LOCATION OF SPECIAL SCHOOLS

Since the *trade* and *special* schools serve relatively large areas, they are located where public transportation is available. A number of existing elementary schools on major thoroughfares are scheduled for conversion to trade schools. The major thoroughfare location which makes them unsatisfactory for early elementary students is an advantage to older students traveling a longer distance by bus.

Wilbur Wright and Cass Technical high schools are centrally located for the whole city and accessible by public transportation. These present locations are considered satisfactory.

EXPLANATION OF THE MAP

Special schools to be retained are shown in dark blue while proposed schools, including existing buildings to be converted to special school use, are shown in light blue. Schools to be discontinued are indicated by a black circle and the type of school is distinguished by a letter within each circle in accordance with the key in the legend.

This map shows those schools which have been especially constructed or equipped to meet the particular educational needs of special students and are devoted wholly in a large part to special programs. The Board of Education conducts special classes in many elementary, intermediate and high schools, but this map does not attempt to show all schools offering these special classes.

THE PLAN

To be Retained

1 b 2	Apprentice training (Majeske unit)	Trombley and St. Aubin
1 e 4	George (boys junior trade)	Russell and Superior
1 h 1	Open air department in Duffield elementary	Clinton and Chene
2 b 4	Cass (technical high)	Second and Vernor
2 c 3	Wilbur Wright (vocational high)	Twelfth and Canfield
3 j 3	Day school for deaf	Stanton and McGraw

3 j 4	Goldberg (girls vocational)	Twelfth and Ferry Park
5 a 3	Aero (mechanics trade)	French Road and Mt. Olivet
5 b 1	Ungraded department in A. L. Holmes elementary	Georgia and Rohns
5 e 1	Day school for deaf and open air department in Stephens elementary	Seneca and Medbury
6 b 3	Marxhausen (boys)	Cadillac and Warren
7 j 1	Rich open air department in Carstens elementary	Coplin and Vernor
9 p 2	Jacoby (boys)	Maine and Davison
9 p 3	Washington (trade)	Dequindre and Meade
9 q 1	White (epileptic)	Charles and Bloom
12 p 1	Shurly open air department in Harding elementary	Burt and Lyndon
14 c 2	Oakman school for crippled children	Wadsworth and Sorrento
15 j 2	Ellis (ungraded)	Rich and Junction
15 k 1	Open air department in Clippert elementary	Martin and Michigan
15 k 1	Lyster (boys)	Braden and Michigan
15 m 3	Logan (girls)	Cicotte and Clayton

Proposed

(The use of these buildings for elementary school purposes will be continued until such time as they are no longer needed, wholly or in part, for elementary school purposes.)

1 e 3	Lincoln (boys)	Brady and Beaubien
2 e 2	New school (open air)	Vicinity of Eighteenth and Perry
3 b 2	Winterhalter (boys)	Broadstreet and Elmhurst
3 h 1	New school (open air)	Vicinity of Linwood and Philadelphia
4 c 3	Breitmeyer (ungraded)	Cameron and Marston
5 c 2	Cooper (crippled)	Georgia and Helen
8 f 1	Richard (boys)	Lappin and Reno
8 j 3	Macomb (girls)	Evanston and Barrett
11 f 2	King (girls)	Grove and Ward
11 k 2	Edison (ungraded)	Grand River and Rutland
13 c 2	Mann (boys)	Auburn and Elmira
13 h 2	Dixon (girls)	Tireman and Auburn
16 a 3	Higgins (boys)	Olivet and Woodmere

To be Discontinued

(These schools will not be discontinued until such time as the need for them no longer exists, or it is possible to replace them.)

1 a 3	Farrand (girls vocational)	Harper and John R
1 f 2	Open air department in Russell elementary	Russell and Eliot
1 j 2	Capron (boys)	Maple and Russell
1 j 4	Leland (school for crippled children)	Madison and Russell
2 b 4	Commerce (commercial)	Grand River and Vernor
2 e 3	Pestalozzi (trade)	Pine and Fourteenth
2 f 1	Open air department in Franklin elementary	Brooklyn and Henry
2 g 2	Apprentice training	Sixth and Abbott
3 f 1	Ravenswood (boys)	Yellowstone and Collingwood
3 j 2	Open air department in Marr elementary	Grand River and W. Grand Boulevard
4 b 3	Open air department in Maybee elementary	Cardoni and Westminster
4 c 4	Moore (boys ungraded)	Alger and Cameron
6 d 1	East Commerce (commercial)	Sylvester and Iroquois
9 p 2	Open air department in Davison elementary	Davison and Joseph Campau
13 c 3	Southfield (trade)	Southfield and Capitol

SCHOOL SERVICE FACILITIES *Public Education*

FACTORS GOVERNING THE LOCATION OF NON-SCHOOL FACILITIES

The non-school functions of the Board of Education fall into three principal service groups: maintenance and equipment service, audio-visual and library service, and administrative service.

The supplies, maintenance, equipment services require both warehouses, shops and garage. Facilities should be centrally located for trucks using major thoroughfares, but there is little need for a location accessible by public transit.

Because of lack of space in the Board of Education Building administrative offices have been scattered through the downtown area and the Wayne University campus. For efficient operation these offices should be grouped—preferably near the city’s central administrative offices in the civic center.

Other facilities such as the school radio and nursery have relatively little relationship to these other facilities and can be located with regard to their own special requirements. The radio and nursery are now satisfactorily located in the service building and will remain there.

EXPLANATION OF THE MAP

The map of non-school facilities has been designed to show graphically how various non-school facilities are to be relocated. Permanent locations in the ultimate plan are shown in blue and locations to be discontinued are designated by black rings.

FUNCTIONS OF THE BOARD OF EDUCATION AND FACILITIES REQUIRED

Operation of a large school system requires a variety of administrative and staff services. These include shops, garages, maintenance functions, shrubbery cultivation, special clinics, supervisory offices, book bindery and central headquarters for audio and visual aids.

At the present time, the Board of Education is utilizing a number of old school buildings and other makeshift quarters to house these services. The arrangement is not satisfactory and does not permit efficient operation.

The Master Plan proposes to improve this condition by grouping those facilities which are closely related.

THE PLAN

To be Retained

- 1-1 Administrative offices—Board of Education and American Radiator Buildings
- 2-1 Instructional, janitorial, engineering and building supplies and equipment; shops, garage, warehouse and salvage—Willis near Cass
- 2-2 Wayne University athletic field—Hobart and Stanley
- 3-1 Service building, Station WDTR, radio and visual education, ROTC offices and storage, landscape equipment and shrub nursery, equipment service and book bindery—Lawton and Atkinson

To be Discontinued

- 1-2 Salvage material storage—Bishop site
- 1-3 Furniture warehouse—Roberts School
- 2-3 Supervisors of Education—467 W. Hancock
- 2-4 Special education and psychological clinic—Clay School
- 2-5 Furniture warehouse—Potter School